



# Merton Bank Spring Term 1 - Year 5



<u>Subject</u>	Anglo Saxons and Vikings	
	National Curriculum	Activities
History	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied.</li> <li>• Use relevant terms and period labels.</li> <li>• Make comparisons between different times in the past.</li> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period.</li> <li>• Compare accounts of events from different sources - fact or fiction</li> <li>• Offer some reasons for different versions of events</li> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> </ul>	
Art	<ul style="list-style-type: none"> <li>• Explain choices of tools / materials using annotation reflecting on prior knowledge / experimentation Annotation preference notes give reasons and show progression as a result of self and peer evaluation.</li> <li>• Artists - Marriane Crossle</li> <li>• Experimenting with joining fabrics and adding embellishments both with fabric glue and stitched embellishments.</li> <li>• To begin developing cross stitch to create patterns.</li> </ul>	

Computing	<p><b>Programming</b></p> <ol style="list-style-type: none"> <li>To change an input to a program to achieve a different output</li> <li>To refine a procedure using repeat commands to improve a program.</li> <li>To use 'if' and 'then' commands to select an action</li> <li>To use a variable to increase programming possibilities</li> </ol> <p><b>Scratch</b></p> <p>Create code that uses simple selection e.g. ask questions as part of a simple quiz</p> <p>Use simple variables e.g. points or lives in a game</p> <p>Using sensing to interact with the variables e.g. touching a colour changes the points scored.</p> <p>Create code that uses multiple variables that interact with each other .e.g. multi question quiz</p> <p>Create a game with multiple levels and points.</p> <ol style="list-style-type: none"> <li>To use logical reasoning to detect and debug mistakes in a program</li> <li>To use logical thinking, imagination and creativity to extend a program</li> </ol> <p><b>Turtle Logo</b></p> <p>Draw regular polygons using logo to calculate the angle</p> <p>Create and debug algorithms to draw patterns by repeating regular polygons</p> <p>Draw shapes using setpos or setxy</p> <p>Fill shapes in different colours</p> <p>Draw arcs of different sizes as required</p>	
Geography	<ul style="list-style-type: none"> <li>Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Locate the world's countries, using maps to focus on the Historical region chosen, concentrating on environmental regions, key physical &amp; human characteristics, countries, and major cities</li> </ul>	
DT	Create a Viking Longboat	
Science	<ul style="list-style-type: none"> <li>Learn how to compare and group everyday materials.</li> <li>Compare the properties and uses of different materials</li> <li>Make the perfect sandcastle</li> <li>Explore materials which can be derived from crude oil; explain the importance of carbon compounds in our lives.</li> <li>Explore extracting useful substances from natural resources</li> <li>Explore the thermal conductivity of materials to improve energy efficiency</li> <li>In buildings or other systems.</li> </ul>	

<b>Music</b>	<ul style="list-style-type: none"> <li>• Classroom Jazz</li> <li>• Singing</li> <li>• Appraising</li> <li>• Improvising</li> </ul>	
<b>PE</b>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Combine and perform a range of increasingly complex gymnastic actions, shapes and balances with control.</li> <li>• Can evaluate and create solutions for their own sequences including, obstacles, movements, pathways and sequencing.</li> <li>• Create increasingly complex and varied sequences, independently and with others.</li> <li>• Use specific criteria to judge the quality of a performance, considering actions, ideas and sequencing.</li> <li>• Choose from a variety of complex actions a more demanding sequence to be performed alone, with a partner or group.</li> <li>• Plan, perform and repeat sequences that include varied speed, level, direction, shape and quality movement.</li> </ul>	
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Family structures</li> <li>• Emotional impact of family difficulties</li> <li>• Emotions and reactions to emotions</li> <li>• Friendships and support networks</li> <li>• Dealing with changes</li> <li>• Relationships</li> </ul>	
<b>RE</b>	<p><b><u>Islam</u></b> Should religious teachings affect our laws today?</p>	